

Oakway Middle

150 Schoolhouse Road
Westminster, SC 29693

Grades 6-8 Middle School

Enrollment 363 Students

Principal Jami Verderosa 864-972-9531

Superintendent Dr. Valerie Truesdale 864-886-4400

Board Chair Harry B. Mays, Jr. 864-972-3629

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	4	27	16	0

IMPROVEMENT RATING

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS

NO

This school met 14 out of 17 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Average	Unsatisfactory	Yes
2004	Good	Average	No
2005	Average	Unsatisfactory	No
2006	Average	Below Average	No

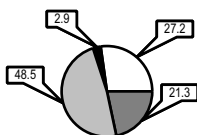
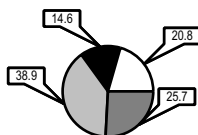
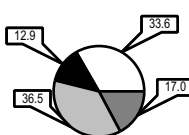
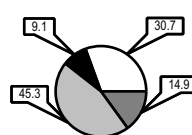
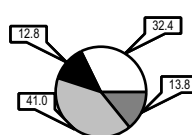
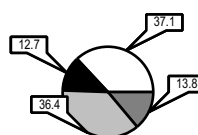
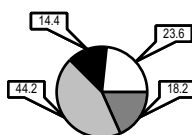
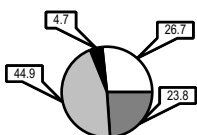
DEFINITIONS OF SCHOOL RATING TERMS





- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

98.3%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Middle Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

END OF COURSE TESTS

Percent of students scoring 70 or above on:

	Our School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	100.0	97.5
English 1	N/A	89.7
Biology 1/Applied Biology 2	N/A	55.5
Physical Science	N/A	41.8
All Subjects	100.0	93.2

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	368	100.0	27.2	48.5	21.3	2.9	37.4	Yes	Yes
Gender									
Male	201	100.0	34.6	48.6	14.1	2.7	28.6	N/A	N/A
Female	167	100.0	18.5	48.4	29.9	3.2	47.8	N/A	N/A
Racial/Ethnic Group									
White	350	100.0	27.2	48.0	21.8	3.0	37.5	Yes	Yes
African American	9	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	8	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	306	100.0	19.3	52.4	24.8	3.4	43.1	N/A	N/A
Disabled	62	100.0	71.2	26.9	1.9	0.0	5.8	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	368	100.0	27.2	48.5	21.3	2.9	37.4	N/A	N/A
English Proficiency									
Limited English Proficient	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	363	100.0	26.9	48.5	21.6	3.0	37.6	N/A	N/A
Socio-Economic Status									
Subsidized meals	173	100.0	39.2	46.4	12.4	2.0	26.8	No	Yes
Full-pay meals	195	100.0	17.5	50.3	28.6	3.7	46.0	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	368	100.0	20.8	38.9	25.7	14.6	54.4	Yes	Yes
Gender									
Male	201	100.0	21.6	40.0	23.8	14.6	51.9	N/A	N/A
Female	167	100.0	19.7	37.6	28.0	14.6	57.3	N/A	N/A
Racial/Ethnic Group									
White	350	100.0	21.1	38.1	26.3	14.5	55.0	Yes	Yes
African American	9	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	8	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	306	100.0	12.1	41.0	29.7	17.2	63.1	N/A	N/A
Disabled	62	100.0	69.2	26.9	3.8	0.0	5.8	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	368	100.0	20.8	38.9	25.7	14.6	54.4	N/A	N/A
English Proficiency									
Limited English Proficient	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	363	100.0	21.0	38.8	25.7	14.5	54.4	N/A	N/A
Socio-Economic Status									
Subsidized meals	173	100.0	29.4	41.8	17.0	11.8	41.2	Yes	Yes
Full-pay meals	195	100.0	13.8	36.5	32.8	16.9	65.1	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	368	100.0	33.6	36.5	17.0	12.9	29.8
Gender							
Male	201	100.0	36.2	31.4	18.9	13.5	32.4
Female	167	100.0	30.6	42.7	14.6	12.1	26.8
Racial/Ethnic Group							
White	350	100.0	33.2	36.9	17.2	12.7	29.9
African American	9	100.0	I/S	I/S	I/S	I/S	I/S
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	8	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	306	100.0	25.2	41.0	18.6	15.2	33.8
Disabled	62	100.0	80.8	11.5	7.7	0.0	7.7
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	368	100.0	33.6	36.5	17.0	12.9	29.8
English Proficiency							
Limited English Proficient	5	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	363	100.0	33.4	36.4	17.2	13.0	30.2
Socio-Economic Status							
Subsidized meals	173	100.0	46.4	30.7	13.1	9.8	22.9
Full-pay meals	195	100.0	23.3	41.3	20.1	15.3	35.4

Social Studies							
All Students	368	99.7	30.5	45.5	15.0	9.1	24.0
Gender							
Male	201	99.5	29.9	44.6	13.6	12.0	25.5
Female	167	100.0	31.2	46.5	16.6	5.7	22.3
Racial/Ethnic Group							
White	350	99.7	30.3	45.5	15.2	9.1	24.2
African American	9	100.0	I/S	I/S	I/S	I/S	I/S
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	8	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	306	100.0	24.8	48.3	16.6	10.3	26.9
Disabled	62	98.4	62.7	29.4	5.9	2.0	7.8
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	368	99.7	30.5	45.5	15.0	9.1	24.0
English Proficiency							
Limited English Proficient	5	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	363	99.7	30.3	45.7	15.1	8.9	24.0
Socio-Economic Status							
Subsidized meals	173	99.4	40.8	42.8	9.2	7.2	16.4
Full-pay meals	195	100.0	22.2	47.6	19.6	10.6	30.2

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	132	97.7	35.2	36.9	23.0	4.9	27.9
	7	131	97.7	26.4	54.5	17.4	1.7	19.0
	8	109	98.2	18.8	46.9	27.1	7.3	34.4
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	103	100.0	27.3	48.5	20.2	4.0	24.2
	7	134	100.0	25.4	52.5	20.5	1.6	22.1
	8	131	100.0	28.9	44.6	23.1	3.3	26.4
Mathematics								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	132	100.0	15.3	42.7	25.0	16.9	41.9
	7	131	98.5	23.8	45.1	20.5	10.7	31.1
	8	109	99.1	22.7	49.5	16.5	11.3	27.8
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	103	100.0	13.1	34.3	38.4	14.1	52.5
	7	134	100.0	16.4	38.5	23.8	21.3	45.1
	8	131	100.0	31.4	43.0	17.4	8.3	25.6
Science								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	132	100.0	32.3	41.9	11.3	14.5	25.8
	7	131	98.5	32.0	32.8	18.0	17.2	35.2
	8	109	98.2	32.0	43.3	13.4	11.3	24.7
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	103	100.0	37.4	36.4	17.2	9.1	26.3
	7	134	100.0	28.7	36.1	18.0	17.2	35.2
	8	131	100.0	35.5	37.2	15.7	11.6	27.3
Social Studies								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	132	100.0	21.0	46.8	16.9	15.3	32.3
	7	131	98.5	35.2	45.9	13.9	4.9	18.9
	8	109	98.2	34.0	50.5	11.3	4.1	15.5
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	103	99.0	19.4	33.7	20.4	26.5	46.9
	7	134	100.0	46.7	41.0	9.8	2.5	12.3
	8	131	100.0	23.1	59.5	15.7	1.7	17.4

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 363)				
Students enrolled in high school credit courses (grades 7 & 8)	9.2%	Down from 9.8%	19.9%	16.7%
Retention rate	0.5%	Down from 1.3%	2.7%	2.5%
Attendance rate	96.4%	Up from 96.3%	96.0%	96.0%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	Down from 3.3%	0.8%	0.9%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	Down from 3.5%	1.4%	1.0%
Eligible for gifted and talented	15.3%	Up from 11.7%	21.1%	15.6%
On academic plans	39.9%	N/AV	34.8%	39.9%
On academic probation	0.0%	N/AV	0.3%	0.7%
With disabilities other than speech	13.8%	Down from 17.8%	12.7%	12.4%
Older than usual for grade	4.4%	Up from 1.7%	4.8%	4.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	1.0%	0.9%
Annual dropout rate	0.0%	No change	0.0%	0.0%
Teachers (n= 29)				
Teachers with advanced degrees	48.3%	Up from 44.8%	51.9%	52.4%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	19.4%	N/A	6.2%	9.1%
Teachers with emergency or provisional certificates	5.0%	Up from 4.5%	5.0%	5.6%
Teachers returning from previous year	85.4%	Down from 87.5%	88.0%	84.6%
Teacher attendance rate	96.0%	Up from 93.5%	94.9%	94.8%
Average teacher salary	\$41,387	Up 2.0%	\$42,755	\$42,267
Prof. development days/teacher	17.0 days	Up from 16.9 days	11.9 days	11.9 days
School				
Principal's years at school	2.0	Up from 1.0	5.0	3.0
Student-teacher ratio in core subjects	21.8 to 1	Down from 22.6 to 1	22.3 to 1	21.1 to 1
Prime instructional time	88.8%	Up from 87.3%	89.7%	89.0%
Dollars spent per pupil*	\$8,010	Up 7.7%	\$5,980	\$6,243
Percent of expenditures for teacher salaries*	56.6%	Down from 57.0%	60.5%	59.8%
Percent of expenditures for instruction*	60.4%		65.0%	65.2%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.9%	Up from 82.0%	98.9%	97.4%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Excellent	No change	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	7.8%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	N/A	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Oakway Middle School is committed to fostering academic excellence in a secure and supportive environment while encouraging personal responsibility, respect for others, and community involvement. Our school family is dedicated to providing quality school programs and best practices for all students. Our teachers strive to engage each Oakway learner in relevant and challenging learning opportunities within an inviting, safe and nurturing environment.

A Red Carpet School, Oakway Middle School serves 368 students in grades 6-8. This year, we were one of only eleven schools in South Carolina chosen by the State Department of Education to receive the distinction as a South Carolina Healthy School. Our commitment to providing a healthy environment for our students is reflected in our daily activities and instruction, as well as our decision to eliminate all snack machines from our campus. We have also substituted soft drinks with water, juices and healthier, sugar-free alternatives. Over 90 percent of our students participate in our school lunch and breakfast programs. We have constructed a walking trail, under the direction of our Healthy Ventures students and our newly created Service Learning class. In addition, we hosted the first County Health Fair and forged a partnership with the Clemson University College of Nursing.

Service is an important component of our school culture. Our students are actively involved in reflective and purposeful service activities. These include reading to elementary school students, visiting nursing home residents, refurbishing school equipment, landscaping, and raising money and awareness for worthy causes. Our school participates each year in the American Red Cross Drive, United Way Campaign and March of Dimes Walk America. For the past two years, our school has been recognized by our local United Way for outstanding contributions exceeding \$7,000. We have also been named as a Red Cross Hero School for the past two years for raising more than \$2,000 for our local Red Cross Chapter. It is evident that Oakway Middle School students are applying the lessons of good character, citizenship and service as they make a difference in our surrounding community!

Technology integration is a priority at Oakway Middle School. We have fully updated our computer lab, while providing digital projectors for every classroom. All math and science classrooms are now equipped with wireless mouse/chalkboards. We have also added Smartboards, flex cam microscopes, new video screens, Airliners, Contol Panel Systems (CPS), Quizdoms, and a variety of instructional software. Our school has embraced technology integration, with 90 percent of our teachers earning Advanced Technology II Certification and over 50 percent completing Technology III Training.

High expectations remain a commitment at OMS. We have eliminated all off-level testing on state assessments. Over the past two years, we have reduced our percentage of students testing off-level on PACT from over 27% to 0%. We have also transitioned to total inclusion with our special education resource students, affording all of these students the appropriate level of challenge. Simultaneously, we have reduced our percentage of students served through special education from over 30% to less than 16%. During this time of ratcheting up our curriculum, we have still experienced significant gains in the percentage of students scoring Proficient and Advanced in PACT in every grade in Math and in two of three grades in English/Language Arts. Additionally, we have tripled our number of students qualifying for Algebra for high school credit from 22 to 67 enrolled for next year, while demonstrating an increase of over 50% in students scoring an A on the End-of-Course Test.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	30	127	74
Percent satisfied with learning environment	100.0%	97.6%	100.0%
Percent satisfied with social and physical environment	100.0%	92.9%	97.3%
Percent satisfied with school-home relations	86.7%	95.3%	98.6%

*Only students at the highest middle school grade level at this school and their parents were included.